

Cadland Primary School

Special Educational Needs and Disabilities Policy

September 2016



*"Disabled pupils and those with special educational needs
are supported well in this inclusive school . . .
and make similarly good progress to other pupils."*

Ofsted 2013

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INTRODUCTION

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

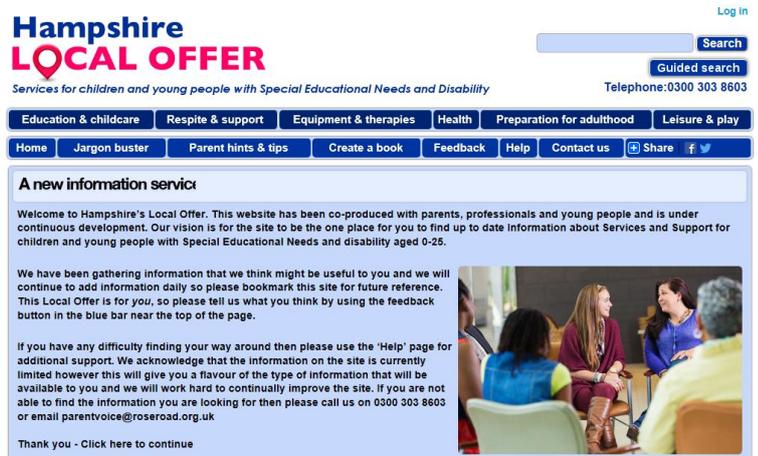
This policy complies with the statutory requirements laid out in the new SEND Code of Practice 0-25. It was developed in consultation with governors and senior leaders in the school, has been shared with parents and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013)
- SEND Code of Practice 0 - 25 (DfE, July 2014)
- Schools SEN Information Report Regulations 2014
- The Disability Discrimination Act (1995)

It is easily accessible via a link on our website, www.cadland.hants.sch.uk, and paper copies are available for parents as requested.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire that have an Education, Health and Care Plan, and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Hampshire Local Offer page can be found at <http://www.hantslocaloffer.info>



The screenshot shows the Hampshire Local Offer website. At the top right, there is a 'Log in' link and a search bar with a 'Search' button. Below the search bar is a 'Guided search' button and the telephone number '0300 303 8603'. A navigation menu contains the following items: 'Education & childcare', 'Respite & support', 'Equipment & therapies', 'Health', 'Preparation for adulthood', and 'Leisure & play'. A secondary navigation bar includes 'Home', 'Jargon buster', 'Parent hints & tips', 'Create a book', 'Feedback', 'Help', 'Contact us', and social media icons for 'Share', 'f', and 't'. The main content area features a blue header for 'A new information service' and a welcome message: 'Welcome to Hampshire's Local Offer. This website has been co-produced with parents, professionals and young people and is under continuous development. Our vision is for the site to be the one place for you to find up to date information about Services and Support for children and young people with Special Educational Needs and disability aged 0-25.' Below this, there are two paragraphs of text: 'We have been gathering information that we think might be useful to you and we will continue to add information daily so please bookmark this site for future reference. This Local Offer is for you, so please tell us what you think by using the feedback button in the blue bar near the top of the page.' and 'If you have any difficulty finding your way around then please use the 'Help' page for additional support. We acknowledge that the information on the site is currently limited however this will give you a flavour of the type of information that will be available to you and we will work hard to continually improve the site. If you are not able to find the information you are looking for then please call us on 0300 303 8603 or email parentvoice@rosesroad.org.uk'. At the bottom of the text area, it says 'Thank you - Click here to continue'. To the right of the text is a photograph of a group of people sitting around a table in a meeting or discussion.

OUR AIMS:

In our school, every teacher is a teacher of every child, including those with SEN. We value all children equally and we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life. All children are entitled to achieve their best, experience success, and become confident individuals leading fulfilling lives.

We are a Rights Respecting school, and we teach our pupils about the responsibilities that accompany all of the rights they have under the United Nations charter. These rights and responsibilities have also been linked to our aims for SEN provision, see Appendix i, along with our RRR Policy which includes our policy for behaviour (Appendix iii)

OUR OBJECTIVES

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Primary Behaviour Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

OUR VISION STATEMENT:

At the heart of everything we do is our vision:

'Striving together to be super STAR learners'

WHAT IS SEND?

The *SEN Code of Practice: for 0 to 25 years (DfE, 2014)* defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a **significantly greater difficulty in learning** than the majority of others of the same age; or
- b) have a **disability which prevents or hinders them** from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad categories of need outlined in the Code of Practice. These are:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Assessment of every individual child's SEN may indicate difficulties across one or more than one area. The purpose of the assessment is to plan the actions the school needs to take to support the child, not to fit the child into a category. In our school, we consider the needs of the whole child, which will include not just their special educational needs.

We also consider the following things which are **NOT SEN** but which may impact on progress and attainment:

- disability (the Code of Practice outlines the "reasonable adjustment " duty for all schools under current Disability Equality laws - these alone do not constitute SEN)
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium funding
- being a looked after child
- being a child of Serviceman/woman

IDENTIFICATION AND ASSESSMENT

Quality first teaching: 'The baseline of learning for *all* pupils'.

The aim of formally identifying a pupil with SEN is not to categorise the child, but is to help us ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part graduated process indicated below:

- Assess
- Plan
- Do
- Review

Any pupil who is falling significantly outside of the range of expected academic progress and /or attainment levels will be identified as possibly having SEN. The child will then be closely monitored by staff in order to gauge their level of learning and possible difficulties. These concerns will act as evidence when assessing the need for a diagnosis. It is the class teacher's responsibility to identify special needs through:

- observation over a period of time, looking for weaknesses, difficulties and strengths (learning, emotional, behavioural, physical) note and monitor;
- intuitive feeling (experience, 'gut' feeling);
- noting poor performance,
- noticing children unable to cope with work/relationships/physical demands;
- the use of information, e.g. notes/records available from previous teacher, nursery, pre-school.

Identifying such problems should include analysis of results of the school's regular in-school assessments such as spelling tests, DEST screening, Salford and Baseline reading tests, Sandwell maths diagnostic assessments and optional SATS and teacher assessment against National Curriculum or 'P' levels. It should also include assessment of the child's ability to understand, to develop appropriate speech and language, fine and gross motor skills as well as the child's ability to concentrate and interact with others.

The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class. Once a child has been identified as having a difficulty in a particular area or areas, the Hampshire SEN Support guidance document will be used to determine the level of need and support that is required.

INTERVENTION

A Graduated Approach (ASSESS, PLAN, DO, REVIEW)

When we identify that a child has special educational needs, the Inclusion Manager will work with the class teacher and the parent(s) to plan a programme of support and create a STAR Book for the child. This is a working document, a record of the child's strengths, successes and targets, with evidence of progress in a range of forms, both formal and informal. The STAR book will follow the child through the school for as long as SEN support is required. It will be reviewed regularly (at least half-termly), either at the parent's evenings or at especially convened meetings.

The class teacher will be responsible for planning the provision set out on the plan, working with the children on a daily basis and/or organising and planning the support delivered by teaching assistants. An individualised programme will be based on the needs of the child. If the interventions have been successful and the child has made good progress when the plan is reviewed, no more special help will be given, however the child will be kept under review. Support will be increased or adapted as needed following each review.

The Inclusion Manager and class teacher, in consultation with parents, will seek advice and support from external services/specialists.

Education, Health and Care Plan (Chapter 9 in SEN Code of Practice document)

This document replaces the Statutory Assessment document for children with more complex SEN. Where, despite the school having taken relevant and purposeful action to identify and support the child's needs, the child has not made expected progress, we will consider requesting an EHC needs assessment. Parents also have the right to request an assessment.

If the Local Authority decides that an EHC assessment is appropriate, information will be gathered from all parties involved with the child. The assessment may result in an Education, Health and Care Plan (EHCP) being drawn up. This is the replacement to a Statutory Assessment under the new SEN regulations. An EHCP

- is a legal document
- is forward looking
- must involve the child and parents throughout the whole process
- will specify how services across education, health and care will be delivered as part of a whole package
- is subject to Annual Review.

SEND RECORDS

The Inclusion Manager holds details of all SEN records for individual pupils.

All staff can access (via Inclusion Folder or teacher resources):

- The Cadland Primary School SEN Policy
- A copy of the full SEN Register.
- SEND Provision Map (whole school)
- The SEN information report (paper copy in Inclusion file, link on website)
- Vulnerable Venns document and other trackers to monitor progress and attainment
- Guidance on identification of SEN in the Code of Practice
- Hampshire SEN Support document for categories of need and criteria
- Information on individual pupils' special educational needs, including reports from outside agencies, targets set, STAR books.
- Practical advice, resource library, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Hampshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements. This will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, progress meetings with parents and INSET/staff meetings with staff.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. This is maintained by the Inclusion Manager and information is fed back to the staff, parents and governors.

INCLUSION OF PUPILS WITH SEN

The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils, this includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support Services, e.g. professionals only contact lines for Education Psychology and CAMHS, Early Help Hub. Advice will be sought from the Primary Behaviour Service for children who have behavioural concerns.

TRAINING AND RESOURCES

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The Inclusion Manager attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. The Inclusion Manager is currently part way through the National Accreditation Award for SEN. Staff meetings have been, and will continue to be, set aside in order for information sharing and staff training. Teaching Assistants meet fortnightly with the Inclusion Manager for the same purposes.

We have a centrally stored bank of resources, including assessment materials, for use with children experiencing learning difficulties. The resources are grouped according to the Category of Need, and include a range of hands on equipment/games, as well as reference materials for teachers and all staff to develop their own knowledge and understanding of particular needs. The assessment materials that are used to assess children's reading and spelling ages can be found in the SEN cupboard.

MONITORING

The Inclusion Manager has a schedule for monitoring the progress, attainment and targets of children across the school who have been placed on the SEN Register. Timetabled weekly sessions have been allocated for observations in class and working with children to assess/review their needs. Additional time will also be used with feeding back to teachers and reviewing the targets and progress of children with SEN in their classes.

The Headteacher and Inclusion Manager will meet half-termly to review the work, targets and progress of all pupils for whom additional support and/or intervention time has been programmed. Data trackers for Reading, Writing and Maths will be used to track the progress of children with SEN as appropriate.

WORKING WITH OTHER AGENCIES AND SERVICES

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to effective and successful SEN provision within our school. The Inclusion Manager is the designated person responsible for liaising with the following agencies:

- Hampshire Education Psychology Service
- Primary Behaviour Service
- CAMHS
- Speech and Language Service
- Physiotherapy and Occupational Health
- School Nurse
- Portage/Portage+
- EMTAS

The transition between primary and secondary school will be supported by close liaison with the Inclusion Managers from all Secondary Schools in the Waterside area. Meetings will be held to discuss each child and will complete the transition sheet (kept in Inclusion Manager's file). Transition programmes will be put into place for those who may find the transition to secondary school difficult. Transition between local infant schools and our Year 3 will also be managed through close liaison between schools and sharing of relevant information.

The school will have regular contact with the Area Health Authority through School Nursing Team, and a designated school nurse who makes regular visits and is on hand to provide support and advice as needed.

We also make use of voluntary organisations, such as Families Matter, where this may be helpful in supporting the work of the school with individual or groups of pupils.

PARTNERSHIP WITH PARENTS

At Cadland Primary School we believe that parents know their children best and that working with parents as partners is vital in helping children with special educational needs get the most out of their education. We will keep parents informed of the involvement of outside agencies and invite them to discuss any requests and/or assessments carried out by such agencies.

A successful partnership with parents is vital to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be offered.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should in the first instance speak to their child's class teacher. If this is not appropriate or does not allay the concern, an appointment can be made to speak to the Headteacher or Inclusion Manager, who will be able to advise on formal procedures for complaint.

ROLES AND RESPONSIBILITIES

Headteacher (with overall responsibility for Inclusion)	Claire Aston	Responsible for: <ul style="list-style-type: none"> Overseeing the provision for children with SEND The day-to day management of all aspects of the school; this includes the support for children with special educational needs or disabilities. The Head Teacher must ensure that the school's Governing Body is kept informed and up to date about issues relating to SEND, how budgets are allocated and the types of support that are being offered.
Inclusion Manager, Designated Safeguarding Lead and Designated Teacher for Children in Care	Emma Baser	Responsible for: <ul style="list-style-type: none"> Developing and reviewing the school's SEN policy Co-ordinating all support throughout the school for children with special educational needs or disabilities, including budgeting for this provision. Liaising with outside agencies, e.g. Speech Therapists, Education Psychologist, Behaviour Support Workers. Updating the school's SEN Register and making sure accurate records are kept. Providing support and guidance for teachers and support staff in the school so they can help every child in school to make the best progress possible Monitoring and tracking attainment and progress of all children on SEN register
Inclusion Governor	Nico Nicol	Responsible for: <ul style="list-style-type: none"> Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body. Supporting the implementation of the SEN Policy. Sharing information. Meeting termly with the Inclusion Manager Reporting to the governing body
Designated Safeguarding Lead	Emma Baser Deputy: Tom Fisher	See Child Protection Policy and Safeguarding Policy
Welfare/Medical Needs	Joni Smith	Responsible for medicines, attending to toileting needs. First aid and EpiPen trained.

POLICY REVIEW

The staff of Cadland Primary will review this policy annually in the summer term in readiness for approval by the governing body during the Autumn Term. All Governors and teachers will be given the opportunity to comment on any aspect of the policy during the review/approval periods.

Copies of this policy will be distributed and stored as follows:

Governor with responsibility for SEND;

Head Teacher;

Teaching Staff;

Teaching Assistants;

Inclusion Manager file;

Teacher Resources;

Copies available to parents from reception and on request;

This policy was agreed at the full governing body meeting on _____

Signed: _____ Date: _____

Chair of governors

Inclusion Manager signature:

SEND Governor signature:

Head Teacher signature:

Date:

Review date: July 2017

APPENDICES AND FURTHER INFORMATION

Appendix i	The Rights of the Child
Appendix ii	SEN Information Report
Appendix iii	RRR Policy

See also the websites below for additional information:

http://www.cadland.hants.sch.uk/sen_information_report

<http://www.hantslocaloffer.info>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

APPENDIX i

THE RIGHTS OF EVERY CHILD

At Cadland Primary School, we regard the United Nations Convention of the Rights of the Child as fundamental in developing each child's knowledge, concepts, skills and attitudes in order for them to reach their full potential in relation to the world and the school community. With this in mind, we believe that the below rights are essential in supporting our aims to deliver and implement an effective SEND policy.

Article 29 - Education should develop each child's personality and talents to the full.

We aim to enable and encourage all children to develop their full potential and to give them equal access to the opportunities the school offers regardless of their ability.

Article 28 - Children have a right to an education

We aim to provide a broad, balanced curriculum relevant to the needs of all our pupils.

Article 3 - All organisations concerned with children should work towards what is best for each child.

We aim to identify and assess the children with special needs and ensure that we set aspirational targets.

Article 12 - Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken onto account.

We aim to foster links between support services, home and school.

OUR RESPONSIBILITIES TO MEET THESE RIGHTS:

Article 29 - We aim to enable and encourage all children to develop their full potential by being responsible for:

- helping children with special needs to feel good about themselves and identifying their areas of strength;
- praising, encouraging and offering constructive criticism;
- showing by example that we value all children;
- the staff working as a team - co-operating, collaborating and drawing on previous experience;
- adopting a range of teaching and learning approaches so that activities can be broken down into small achievable steps for those who have learning difficulties;
- taking account the views of the child;
- showing an awareness of the emotional difficulties of some children;
- adapting the work and environment we offer to those children with a physical, visual or hearing disability.
- providing experiences to extend and stimulate the school's high achievers.

Article 28 - We aim to provide a broad, balanced curriculum relevant to the needs of all pupils by being responsible for:

- offering access to all areas of the school's curriculum;
- differentiating the curriculum and offering relevant experiences;
- supporting children within their classrooms;
- providing extra support through structured individual and group programmes of work.

Article 3 - We aim to identify and assess children with special needs by:

- using intuition based on experience;
- noticing poor performance;
- observing a lack of acceptable/reasonable progress when compared with the peer group in school;
- using regular and rigorous assessment procedures to track and monitor progress;
- regular reviews of the child's progress;
- keeping useful and manageable records to show what children have learned and to inform future planning and provision.

Article 12 - We aim to foster links between support services and home and school by being responsible for:

- providing a friendly, caring environment to encourage positive home/school relationships;
- welcoming parents into school, and listening to what they have to say;
- recognising that parents have a vital role to play in supporting their child's needs;
- not being judgemental;
- keeping parents informed;
- using the expertise of the support services as the need arises.